



## HILLCREST SENIOR HIGH

3665 S. Industrial Drive  
Simpsonville, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	2,163 Students	
<b>Principal</b>	Stephen A. Chamness	864-355-3500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>At-Risk</b>
2009	Good	Average
2008	Good	Excellent
2007	Average	At-Risk
2006	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	16	5	0	0

\* Ratings are calculated with data available by 09/29/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	82.1%	73.0%	72.8%	85.8%	81.0%	80.5%
Passed 1 subtest (%)	10.3%	14.9%	17.2%	7.9%	10.6%	11.1%
Passed no subtests (%)	7.6%	12.1%	10.0%	6.3%	8.4%	8.4%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	90.4%	92.7%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	546	592	425	421
Number of Graduates in Cohort	444	432	319	317
Rate	81.3%	73.0%	71.8%	73.2%

\*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	75.8%	77.1%
English 1	75.8%	73.6%
Physical Science	66.6%	66.0%
US History and the Constitution	46.6%	54.0%
All Tests	66.4%	67.2%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=2,163)</b>				
Retention rate	4.3%	No Change	2.8%	3.7%
Attendance rate	93.9%	Up from 93.7%	95.6%	95.4%
Eligible for gifted and talented	15.3%	Up from 13.8%	17.3%	12.4%
With disabilities other than speech	7.8%	Down from 11.5%	11.2%	12.8%
Older than usual for grade	8.0%	Up from 6.3%	7.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.7%	1.1%
Enrolled in AP/IB programs	21.6%	Down from 26.6%	18.7%	13.1%
Successful on AP/IB exams	43.8%	Down from 44.8%	60.3%	50.4%
Eligible for LIFE Scholarship	52.1%	Up from 28.0%	30.9%	30.4%
Annual dropout rate	4.0%	Up from 3.6%	2.9%	3.1%
Career/technology students in co-curricular organizations	2.5%	Down from 3.0%	1.7%	2.2%
Enrollment in career/technology courses	1243	Down from 1391	749	424
Students participating in work-based experiences	28.5%	Up from 11.0%	24.2%	11.7%
Career/technology students attaining technical skills	85.6%	Up from 84.4%	78.4%	78.7%
Career/technology completers placed	97.6%	Down from 97.8%	99.9%	98.5%
<b>Teachers (n=113)</b>				
Teachers with advanced degrees	54.9%	Down from 55.5%	60.0%	60.4%
Continuing contract teachers	74.3%	Up from 70.9%	78.2%	76.6%
Teachers with emergency or provisional certificates	9.1%	Down from 14.7%	4.8%	6.5%
Teachers returning from previous year	85.0%	Up from 81.4%	87.5%	86.8%
Teacher attendance rate	97.4%	Up from 95.2%	95.5%	95.8%
Average teacher salary*	\$47,065	Up 1.4%	\$48,040	\$47,390
Professional development days/teacher	6.1 days	Down from 7.1 days	9.9 days	10.0 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.5	4.0
Student-teacher ratio in core subjects	31.0 to 1	No Change	28.7 to 1	25.8 to 1
Prime instructional time	91.4%	Up from 88.6%	89.8%	90.1%
Dollars spent per pupil**	\$5,317	Down 1.6%	\$6,976	\$7,974
Percent of expenditures for teacher salaries**	59.6%	Up from 58.2%	57.1%	55.4%
Percent of expenditures for instruction**	62.4%	Up from 61.6%	61.5%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.9%	Down from 98.9%	96.7%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Average

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	477	90.4%	2271	66.4%	592	73.0%	No
<b>Gender</b>							
Male	229	89.5%	1181	67.1%	286	70.3%	N/A
Female	248	91.1%	1090	65.7%	306	75.5%	N/A
<b>Racial/Ethnic Group</b>							
White	310	93.9%	1406	73.1%	372	76.1%	N/A
African American	131	84.0%	690	53.0%	173	64.2%	N/A
Asian/Pacific Islander	N/A	N/A	12	91.7%	N/A	N/A	N/A
Hispanic	28	85.7%	139	62.6%	37	81.1%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	30	50.0%	165	40.0%	39	38.5%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	17	88.2%	101	56.4%	24	79.2%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	143	83.2%	847	57.1%	192	64.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

For almost sixty years, Hillcrest High School has been a source of pride for the Simpsonville-Fountain Inn Community. Hillcrest is proud of its students and faculty and their accomplishments. Through interest assessments, job shadowing, work-site visits, and career speakers, students evaluate their interests. The Career Development Facilitator provides various opportunities for students to explore their interests and develop their goals. Each student meets with their guidance counselor to determine which classes best suit the student's needs and goals. Students have ample opportunity to investigate their interests through many outstanding classes at Hillcrest High.

The Freshman Academy is an exceptional feature that continues to positively impact our ninth graders. With common planning times, collaboration among faculty members increases and strengthens our academic programs for our ninth grade students. Teachers offer after school tutoring at least two days each week and regularly communicate student progress to parents. Hillcrest is also one of the first high schools in Greenville County to offer single gender classes for freshman math and English classes.

Hillcrest offers a variety of opportunities for student involvement. Each year many of our teams compete for regional, as well as, state championships. In addition, students have the opportunity to participate in a wide variety of extracurricular clubs and organizations. Our agriculture department is considered a model program across the state and has been featured on South Carolina's ETV. It boasts Hillcrest Greenhouse Industries, which is a student run enterprise from buying the seed to selling the products that operates a fall plant sale, Christmas tree sale, and spring plant sale each year. This department also supports several small animal care classes. Our business department and fine arts departments are also leaders in our district.

Hillcrest continues to seek avenues in which students can exercise goodwill and leadership. Once again, our student body in partnership with the community raised over \$100,000 in one week in support of a local charity and an underprivileged school. Students are also active in other charities such as hosting the largest food drive in our school district's history. The local community strongly supports Hillcrest High School. Both athletic and academic booster clubs are strong and actively involved in providing support in the form of time and money for our students. Hillcrest is dedicated to providing a safe, positive learning environment which brings together the resources of staff, family, and our community to create the best future possible for our students.

Stephen Chamness, Principal  
Lynn Tuten, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	80	395	82
Percent satisfied with learning environment	81.3%	75.3%	78.0%
Percent satisfied with social and physical environment	86.3%	78.8%	70.0%
Percent satisfied with school-home relations	70.9%	83.5%	75.0%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO
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This school met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	567	98.2	11.3	32.8	31.8	24.1	67	71.3	65.9	Yes	Yes
Male	288	98.3	13.8	36.8	30.9	18.6	61.7	66	60.8	N/A	N/A
Female	279	98.2	8.8	28.6	32.8	29.8	72.5	76.7	71	N/A	N/A
White	368	98.6	8.4	27.5	34.4	29.8	75.4	81.9	77.5	Yes	Yes
African American	160	98.1	19.9	46.4	24.5	9.3	43.7	49.4	49.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	30	96.7	0	34.6	42.3	23.1	84.6	58	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	50	96	50	50	0	0	6.5	24.8	21.3	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	49.7	47.3	I/S	I/S
Subsidized meals	217	98.6	19.8	38.6	29.4	12.2	53.3	52.9	51.5	Yes	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	567	98.6	24.4	37.2	21.4	16.9	50	64.6	62.3	No	Yes
Male	288	98.6	22.6	37.4	24.4	15.6	52.6	64.8	61.7	N/A	N/A
Female	279	98.6	26.3	37	18.3	18.3	47.3	64.3	63	N/A	N/A
White	368	98.6	18.5	37	23.1	21.4	56.1	76.1	75	No	Yes
African American	160	98.8	39.1	38.4	16.6	6	34.4	38.6	44	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	30	96.7	26.9	30.8	23.1	19.2	53.8	53.9	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	50	96	69.6	19.6	10.9	0	19.6	22.7	22.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	50.9	52.6	I/S	I/S
Subsidized meals	217	98.6	34.5	37.1	19.3	9.1	38.1	46.2	48.1	No	Yes

**Physical Science (End-of-Course Test performance by Group)**

All Students	568	92.1	55.4	18.4	12.4	13.8	26.2	N/A	N/A	N/A	N/A
Male	288	91.3	52.1	18.3	13.7	16.0	29.7	N/A	N/A	N/A	N/A
Female	280	92.9	58.8	18.5	11.2	11.5	22.7	N/A	N/A	N/A	N/A
White	369	91.1	47.0	22.0	14.3	16.7	31.0	N/A	N/A	N/A	N/A
African American	160	95.6	76.5	11.1	7.2	5.2	12.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	30	86.7	57.7	7.7	11.5	23.1	34.6	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	50	68.0	91.2	0.0	5.9	2.9	8.8	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	17	94.1	50.0	18.8	18.8	12.5	31.3	N/A	N/A	N/A	N/A
Subsidized meals	217	88.9	67.9	16.1	9.3	6.7	16.1	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	501	99	13.8	38.1	29.5	18.6	59.6	66.9	61.8
	2010	567	98.2	11.3	32.8	31.8	24.1	67	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	500	99.4	23.6	35.1	23.2	18	52.7	64.7	62.7
	2010	567	98.6	24.4	37.2	21.4	16.9	50	64.6	62.3

\* Adjusted to account for natural variation in performance.